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ABSTRACT

Building upon groundwork established by previous meetings, this session of the Washington Dissemination Task Force focused on the preparation and intensive study of a policy and guidelines on dissemination for the Office of the State Department of Public Instruction (OSPI), and the identification of future responsibilities of the group. Conference activities are summarized, including work sessions to develop input on draft documents having to do with dissemination policy guidelines and task force roles: presentations on program roles; the state consultant program; a videotape presentation on dissemination; and small group discussions. Attachments provide a task force agenda, a list of participants, draft dissemination policy/procedures statement, draft dissemination guidelines, and a draft statement on task force roles and responsibilities. (RAA)

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WASHINGTON STATE DISSEMINATION CONFERENCE

"Developing Agency Dissemination Policy"

Office of the Superintendent of Public Instruction
Olympia, Washington
January 22, 1980

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**An
Action
Report**

Northwest
Regional
Educational
Laboratory



DISSEMINATION PROGRAM

710 S.W. Second Avenue
Portland, OR 97204

February 1980

IR008708

Introduction

The meeting of the Washington Dissemination Task Force on January 22, 1980 was important to the long-range school improvement efforts of the state and potentially to similar efforts across the nation.

Building upon groundwork established by previous meetings of the task force, this session had as its foci:

- To prepare a policy for dissemination
- To prepare guidelines for dissemination
- To identify future responsibilities of the task force (See the agenda, Attachment A.)

The preparation and intensive study of a policy and guidelines on dissemination for the Office of the State Superintendent of Public Instruction (OSPI) is one of several important steps within the short- and long-range dissemination plan of the agency. In addition, an internal survey of states indicated that no other SEA had an official dissemination policy. Therefore, the work within the State of Washington represents a pioneering effort which may have national significance.

Background

It is appropriate at this point to provide a contextual background for this important meeting. It can then be seen that Washington's work is not only important to educational personnel within that state, but is also consistent with the mission of the regional project which in part supported these efforts.

The Washington OSPI, recognizing the value of interagency collaboration and sharing, particularly in an era of scarce resources, has worked closely

with Northwest Regional Educational Laboratory's Dissemination Program to create a system for resource exchange in the state and the region. OSPI staff were therefore pleased to have the opportunity to join with the Dissemination Program and the other states in the region in what has come to be called the Northwest Regional Dissemination Configuration Project.¹

Supported by the National Institute of Education, the Configuration Project has made possible a resource sharing conference in each of the states. It has also provided support for the development of notebooks which describe educational resource and service groups in each state. Washington's conference and forthcoming resource notebook, therefore, have a dual purpose: While the conference and the notebook are organized around the particular concerns of Washington educators, they are also intended to support the eventual development of a regional resource sharing network.

Conference Activities

Jean Wieman, Director, Programs and Learning Resources/Dissemination, opened the session with a warm welcome to the participants who represented all but the financial division within the OSPI. (See Attachment B.) Wieman announced that, although the official notification of grant award had not been received, she was confident that the capacity grant would be funded. This news helped to further the positive tone already established.

Wieman also indicated in her opening remarks that Jack L. Friske, Deputy Superintendent, was supportive of developing policy for dissemination and had encouraged the group to complete this important task soon. She

¹ Together, the states of Alaska, Hawaii, Idaho, Montana, Oregon and Washington comprise the Northwest Regional Exchange, coordinated by the NWREL Dissemination Program. The Configuration is a special project of the Exchange.

also indicated that this expression of support and encouragement was echoed by Monica Schmidt, Assistant Superintendent, Division of Instructional and Professional Services.

Dave Campbell and Marv Harmon, both members of the NWREL Dissemination Program, were introduced by Jean Wieman. The Northwest Regional Exchange (NWRx) goals for the region were presented to the group, along with a summary of the work that had been accomplished in support of Washington's dissemination program thus far. During the small group work which took place later in the meeting it was emphasized that the role of NWREL's Dissemination Program--of which the NWRx is a part--is one of support, not one of policymaking, as policy must remain the province of the educational agency in each state. In addition, the two NWRx representatives explained to participants that the NWREL Dissemination Program staff is organized into "state consultant teams" which provide support and assistance to those involved in educational dissemination, resource exchange and communication networking in each state. Participants were invited to call upon the Northwest Lab and the Dissemination Program for technical assistance and professional support.

At this point, Joan Newman, Program Administrator, Learning Resources/ETV, took the floor to facilitate the day's agenda (Attachment A). Joan explained that the objective of the meeting was to gain participants' input on three draft documents having to do with OSPI dissemination policy, guidelines and task force roles. (See Attachments C-E.)

In order to provide an opportunity for every participant to have an opportunity to share his or her responses and yet to be economical with both words and time, Joan Newman organized the activity into three "rounds" and a final wrap-up session. The participants were divided into three

groups and assigned a table where newsprint, marking pens and extra copies of one of the documents were available for their use. Thus, during round one, three groups were each intensely studying and discussing one of the draft documents. As questions arose from the group, they were written on the newsprint, as were recommendations or comments. At the end of round one, the groups switched tables. They had the benefit of reading responses to that document generated by the group which had worked at that table during the previous round, studying the document and then adding additional comments/recommendations they thought pertinent. They then switched a third time and followed the same procedure. Everyone, consequently, had the opportunity to study and review the documents, establish dialogue with their colleagues and share ideas.

The exchange in each group was lively during the entire three rounds, and much needed clarification and definition took place. This dialogue was not, of course, limited to the three documents, but included the pending capacity grant, the "dissemination staff" functions, the role of dissemination in the various federal and state projects, the relationship of the NIE dissemination thrusts to those operating under the direction of the U. S. Office of Education (OE), and the need to have a coordinated dissemination effort within the agency.

After lunch, a portion of the videotape, "Everything You Wanted to Know About Dissemination But Were too Befuddled to Ask,"² was shown. Participants were unanimous in agreement that the jargon of dissemination

²Originally produced by the Department of Special Education, University of New Mexico, for the 1978 National Dissemination Forum, this 3/4" color videotape is available on loan from NWREL. Written requests are preferred. Write to: Virginia Thompson, Director, Dissemination Program, Northwest Regional Educational Laboratory, 710 S. W. Second Avenue, Portland, Oregon 97204.

education--one of the issues addressed in the videotape--causes major communication problems, and during the remainder of the afternoon, there seemed to be an effort by participants to avoid the jargon and to use entire titles rather than acronyms.

Gerard Carlstrom, Supervisor, Title IV-C, Division of Grants and Equity Programs, had the task of synthesizing the reactions from the newsprint. He concluded that under each of the three categories the participants suggested that:

- A rewrite which includes governing statements is needed in order to produce a "real" policy statement
- Parameters be established for the policy statement in order to limit the focus
- Procedural guidelines for dissemination follow already established procedures in relationship to Education Service Districts (ESDs)
- The role of the Dissemination Task Force is to advise and recommend and that it ought to remain as advisory under the policy
- The members of the task force need to represent the divisions of OSPI and to report to the assistant superintendents and the deputy who directs each division
- Members of the task force ought to serve as a liaison to their division

Discussion revolved around these and other issues. Participants agreed that a solid beginning had been made and that the staff, under the leadership of Jean Wieman and Joan Newman, need to provide another draft of the policy, guidelines and task force roles.

Since January 22, another draft policy has been produced and is congruent with the direction suggested by participants. Therefore, it can be said that progress and change which will ultimately affect students has been initiated through intra- and interagency collaboration and sharing.

ATTACHMENTS

- A Task Force Agenda
- B List of Participants
- C Draft Dissemination Policy/Procedures
- D Draft Dissemination Guidelines
- E Draft Task Force Roles and Responsibilities



Superintendent of Public Instruction

DR. FRANK B. BROUILLET • OLD CAPITOL BLDG., OLYMPIA, WASH. 98504



DISSEMINATION TASK FORCE

January 22, 1980, 9:00 a.m. - 3:00 p.m.

Superintendent of Public Instruction
Fourth Floor Board Room

A G E N D A

- | | |
|---------------|---|
| 9:00 - 10:00 | 1. Introduction to work session, identification of three tasks: <ul style="list-style-type: none"> a. Prepare policy for dissemination b. Prepare guidelines for dissemination c. Identify future responsibilities of Task Force |
| | 2. Briefing on work session process <ul style="list-style-type: none"> a. Make-up of work groups, identification of recorders, moderators b. Directions for work, rotation schedule for addressing tasks, identification of work stations |
| 10:00 - 11:00 | Round I of review/discussion in work groups |
| 11:00 - 12:00 | Round II of review/discussion in work groups |
| | LUNCH |
| 1:00 - 2:00 | Round III of review/discussion |
| 2:00 - 2:30 | Review, clarification, discussion of work outcomes |
| 2:30 - 3:00 | Call for agreement
Outline next steps for implementation
ADJOURN |

The workshop process calls for three work stations to which work groups rotate. At each station, the work group reviews/discusses/recommends relative to the draft posted there, and then leaves its recorded recommendations there as it moves on to the next station. Each work groups adds (only-no revisions) or endorses the recommendations left behind by the previous group. After each group has addressed each draft, the total list of recommendations for each is posted. The total group (with a leader in front) then combines and orders the recommendations into a condensed list for the finalizing of each draft (policy, guidelines, Task Force responsibilities).

PARTICIPANTS

Name	Division
Jean Wieman Director, Program & Learning Resources/Dissemination	Instructional & Professional Services
Joan Newman Program Administrator, Learning Resources/ETV	Instructional & Professional Services
Nancy Motomatsu Supervisor, Learning Resources/ Title IV-B/Instructional Material Selection/Standards	Instructional & Professional Services
C. J. Washington Program Specialist, Special Needs	Vocational-Technical & Adult Education Services
Ron Hamblen Director, Information Services	Office of the Deputy Superintendent
Forest Hertlein Supervisor, Special Education	Special Services
Harry Johnson Supervisor, Program Evaluation	Instructional & Professional Services
Alf Langland Associate for Professional Education	Institutional & Professional Services
James O. Click Coordinator, Right to Read/Basic Skills	Institutional & Professional Services
Carl Fymboe Administrator, Private Education	Institutional & Professional Services
Rich Boyd Section Director, Grants Management	Grants & Equity Program
Gerard Carlstrom Supervisor, Title IV-C	Grants & Equity Program
Warren Burton Section Director, Equity in Education	Grants & Equity Program
Marv Harmon Senior Associate, Dissemination Program	Northwest Regional Educational Laboratory
David Campbell Senior Associate, Dissemination Program	Northwest Regional Educational Laboratory

SPI

Model Policy/Procedures for Coordinating Dissemination Activities

Goals of Coordination:

1. To develop an intra-agency dissemination system which will expedite the vertical and horizontal flow of information for the improvement of instruction and educational equity.
2. To identify and establish access to relevant information sources outside the agency.
3. To build and strengthen the capability of agency staff to furnish technical assistance and identify resources necessary to assist district level practitioners in an efficient and functional manner.
4. To provide leadership and coordination of services to ESDs and local districts through the development and operation of a comprehensive dissemination system that is readily accessible and relevant to the instructional and compliance needs of local practitioners.
5. To increase the availability of relevant information to school districts with unmet needs.

Functional Definitions:

A practical definition of dissemination implies that the function of dissemination is to assist educators in:

1. Assessing their own needs and priorities
2. Becoming aware of available alternatives
3. Matching their current practices and the gaps in them with the available new alternatives
4. Making informed decisions for alternative approaches

The functions of dissemination are defined from the SPI disseminator's point of view as:

Spread: The disseminator sends out the word about alternative ideas, strategies and resources

Exchange: The disseminator acts in a consultant role with clients

Choice: The disseminator analyzes the problem with clients, searches the knowledge bases and offers the client the best range of options

Implementation: The disseminator acts in a technical assistant role to support the implementation of new ideas, approaches, strategies, programs and materials

Program Policy:

It is assumed that local practitioner needs are a paramount consideration in SPI dissemination efforts. SPI staff will use various strategies in assisting clients to bring about educational improvement which is sensitive to immediate and evolving local needs. Priority areas established by the Legislature and educational priorities identified by the Superintendent of Public Instruction, Dr. Brouillet, insofar as these priorities relate to the instructional program in schools, will guide dissemination programs and projects development and implementation.

During 1980-81, the legislatively mandated priorities are: Remediation, accreditation, basic education, student learning objectives and inservice. Dr. Brouillet has identified these priority areas: Parental involvement, early childhood education, mainstreaming, declining enrollments/urban problems, energy/transportation.

Through the Dissemination Task Force, all divisions of SPI will have the opportunity to influence the development, implementation and revision of policy and procedures for coordinating dissemination efforts of the agency.

SPI

Dissemination Guidelines

Goals of SPI Dissemination Efforts:

1. To assist local districts in identifying priority educational needs
2. To identify services and resources which can be directed at meeting these priorities
3. To identify needed alternative services and resources. In their absence development as appropriate
4. To contribute program elements to the overall SPI dissemination effort, for the improvement of instruction and educational equity at the local level

Suggested Guidelines for Dissemination Activities:

(The operations described in A. and B. are assumed in order for SPI staff to conduct meaningful dissemination activities according to draft guidelines C. or any modifications or revisions of such guidelines.)

A. Local District Planning and Implementation

1. Identify with SPI staff (and ESD staff as appropriate) the priority needs of the district for improving educational programs
2. Identify local educational resources that can be utilized for improving instruction
3. Identify need for resources not available locally and request information from the appropriate knowledge base (e.g. SPI, ESD, WLN, WOIS, etc.)
4. Select and utilize resources found in knowledge base

5. Evaluate results and provide information to SPI (and/or ESD as appropriate) on the system and resource used
6. Provide human and fiscal resources necessary for fulfilling the local responsibilities
7. Provide information to SPI (and/or ESD as appropriate) on human and other resources within the district which should be included in the knowledge base

B. Educational Service Districts, dissemination activities staff

1. Support local district needs identification as necessary
2. Provide access to the knowledge base for the local district upon request
3. Support local districts in selecting most appropriate resources from the knowledge base
4. Support local district implementation activities
5. Utilize knowledge base resources for ESD regional priorities
6. Evaluate resources and provide information to the SPI on the system and the resources used
7. Provide human and fiscal resources necessary for fulfilling ESD role
8. Provide information to the SPI on human and other resources which should be included in the knowledge base

C. SPI staff

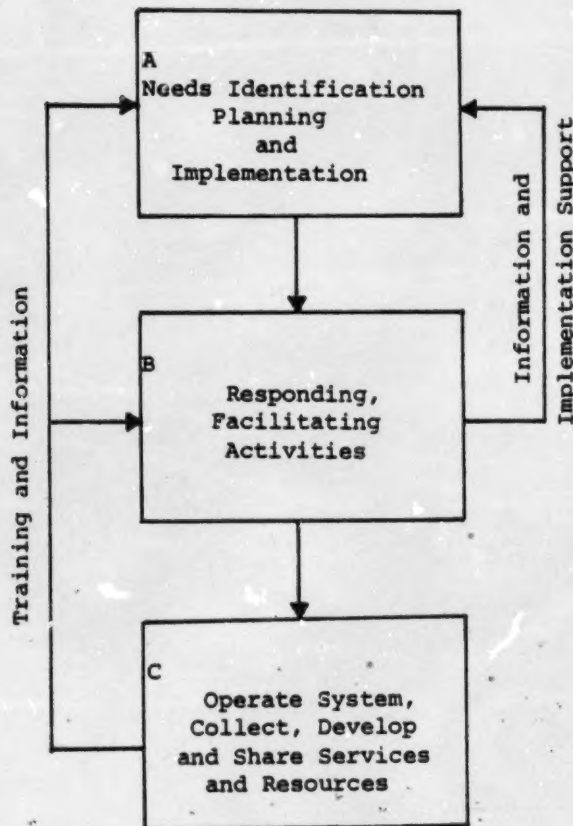
1. Plan, develop, implement, operate, publicize, update and maintain the knowledge bases appropriate to area of responsibility
- OR
- Maintain access to and strategy for input to the appropriate knowledge base(s).

2. Receive input on priorities from local districts (and ESD staff as appropriate)
3. Identify and collect information about resources relative to local district priorities in area of responsibility, through the Resource Information Center if appropriate
4. Alert Resource Information Center staff to these priorities and resources
5. Provide training to local district and ESD staff in area of responsibility
6. Provide supervision of resource development when none exists or existing resources are not adequate to meet needs
7. Evaluate the system and resources provided through section activities and/or the Resource Information Center and dissemination project by securing feedback from local districts and ESDs in area of dissemination effort

APPENDIX TO SUGGESTED GUIDELINES

The Dissemination Process Model

The following chart lays out each of the components which make up the system, and how they relate to one another. The pages following the chart describe the functions contained and responsibilities within each component.



While Graphic 1 does not convey the complexity of the system, it does demonstrate a vital concept which is at the center of the system. That concept is:

...the entire program is driven by and responds to the identified needs of the SPI, legislators, ESDs and local school district...

SPI

Dissemination Task Force
Roles and Responsibilities

Rationale for a Dissemination Task Force:

1. Need for a broadly representative agency committee to develop recommended directions for coordinating agency dissemination efforts, in order to a) minimize gaps/overlaps, b) improve quality of those efforts in light of what is known about successful dissemination here and elsewhere, and c) improve agency's ability to demonstrate positive results of SPI dissemination efforts.
2. Need for an advisory group to the KNOW-NET project, especially during the first year, when emphasis is on the SPI agency.

Joint goals of the Dissemination Task Force and the KNOW-NET project staff:

1. To determine information resource needs of SPI, ESD and district staff engaged in dissemination.
2. To expand each section's dissemination capacity.
3. To coordinate dissemination activities within SPI as appropriate.
4. To organize and publicize dissemination resources within SPI.
5. To identify and publicize priority dissemination topics, activities and functions within SPI.
6. To coordinate appropriate dissemination activities in the field with ESD and district staff, when field efforts are related to SPI dissemination efforts.
7. To develop a closer relationship with the practitioners in the field in developing relevant input and feedback for the improvement of SPI dissemination activities.

8. To increase the capacity to articulate instructional program needs on the part of SPI staff, school staff and state legislators.
9. To increase the accuracy of agency staff in forecasting key educational issues and concerns.

Functions of the Task Force:

To assist the dissemination staff by recommending and advising in such areas as:

1. Identifying and conducting appropriate information needs assessment activities.
2. Assessing and prioritizing SPI dissemination needs.
3. Reviewing, providing technical assistance for, publicizing successful SPI dissemination activities and suggesting/creating opportunities for others.
4. Developing a model for the coordination of SPI dissemination efforts.
5. Utilizing agency resources and information more effectively as a component of this model.
6. Organizing input from the field for use in developing model dissemination practices.
7. Reviewing the KNOW-NET project efforts and progress.
8. Expanding the project's scope of work.
9. Increasing the technical assistance competencies of SPI staff.
10. Expanding the clientele served by agency dissemination efforts by identifying those underserved or unserved and participating with them in needs identification.
11. Providing educators and legislators with access to and/or skills in using a variety of data bases.

Organization of Dissemination Task Force:

The DTF will consist of:

1. One representative from each division
 - Vocational, Technical and Adult Education Services
 - Financial Services
 - Instructional and Professional Services
 - Special and Equal Education Programs
 - Special Services
2. One representative from the office of the Deputy Superintendent
3. The representatives will be appointed by the Assistant Superintendents and the Deputy, respectively

Management:Meetings:

1. The DTF will meet monthly.
2. Additional meetings may be held at the request of any member.
3. The project director will chair the Task Force.
4. The Chair, with the advice and consent of the membership, will determine the meeting dates.
5. The agenda will be drafted by the Chair and the Project Coordinator at least two weeks prior to each meeting and distributed to all members. Members may recommend additions, deletions or modifications either prior to or at the meeting.
6. Members may be represented by substitutes of their choice, but should not exceed using two such substitutes each fiscal year. Members are encouraged to inform the Chair as soon as the need for substitute is apparent.
7. A quorum is one more than one-half of the official membership.

Responsibilities:

The Chair will:

1. Chair all meetings of the DTF.
2. Assist in drafting the meeting agendas.
3. Assist in developing the minutes.
4. Assign members to subcommittees as needed.
5. Assist in the development of procedures to assess the affectiveness of the DTF.

Each member will:

1. Relay dissemination recommendations, information and needs from his/her division.
2. Report regularly to his/her Assistant or Deputy Superintendent regarding the activities of the Task Force.
3. Inform project staff of selected dissemination activities within the member's division.
4. Review with his/her division components of the model for coordinating SPI dissemination activities.